

FY 2006 Tribal Youth Program Teleconference Transcript

February 28, 2006

Operator: Good day, ladies and gentlemen, and welcome to your FY 2006 Tribal Youth Program conference call. At this time all participants are in a listen-only mode. Later we will be conducting a question-and-answer session, and instructions will follow at that time. If you need operator assistance, please press "*" then "0" on your touch-tone telephone. As a reminder this conference is being recorded. I would now like to introduce your host for today's conference, Ms. Ruby Qazilbash. Ms. Qazilbash, you may begin.

Ruby Qazilbash: Thanks, Jen. Welcome to everybody that's on the call. Today is our final call for folks, potential applicants that have questions about the Tribal Youth Program solicitation that's currently open at grants.gov. Just a reminder that the deadline is March 15 for the applications, and without further ado I would just like to open it up to the first person who has a question about the solicitation, and we can get you some answers. Before I do that, though, actually, let me just have the other folks sitting around the table introduce themselves.

Preeti Menon: Hi, I'm Preeti Menon. I'm with the Tribal Youth Program at OJJDP.

John Martin: John Martin, GMS support for OJJDP.

Patrick Dunckhorst: Patrick Dunckhorst, program manager, Tribal Youth Program, OJJDP.

Ruby Qazilbash: Okay, Jen, if you could give instructions on how folks can go ahead and ask questions.

Operator: Ladies and gentlemen, if you have a question at this time please press the "1" key on your touch-tone telephone. If your question has been answered and you wish to remove yourself from the queue, please press the "#" key. Our first question comes from Bob Tenequer from B.C.

Bob Tenequer: Yes, hi. I'm calling to find out—I've been delegated by my tribe to write the application for the TYP program. Being that it's the first time that we're filing online, I filed and I got my AOR, and I was wondering, is there any other type of notification that you're requiring relating to that March 1 deadline that I need to file?

Ruby Qazilbash: I'm going to probably give the phone number out a couple of times during the call. There's a customer-support number for grants.gov, and what we're really urging folks to do if they're not sure whether or not they've completed the entire registration process is to call that number and ask the people at grants.gov to make sure that you have in fact completed the registration process.

Bob Tenequer: Great.

Ruby Qazilbash: That number is 800-518-4726. And can we ask you what tribe you're representing?

Bob Tenequer: The Pueblo of Laguna in New Mexico.

Ruby Qazilbash: Oh, okay. Did you get that number or would you like me to repeat it?

Bob Tenequer: You can repeat it one more time, please.

Ruby Qazilbash: Sure. It's 800-518-4726.

Bob Tenequer: Okay. Thank you.

Ruby Qazilbash: Sure. And once you've registered with grants.gov then you're eligible to apply for any grant opportunities that pop up on grants.gov, not just this one. So it's a one-time process that you need to go through and then you can, like I said, apply for any funding opportunity.

Bob Tenequer: Okay. Does this require us to go online, or can we call this phone number and get it done that way?

Unknown Male Speaker: Online.

Ruby Qazilbash: The entire process, most of it, is done—all of it is done online. They can help walk you through the process online, or they can tell you if it's been completed or not.

Bob Tenequer: Okay. All right. Thank you.

Ruby Qazilbash: Sure. You're welcome

Bob Tenequer: Okay.

Operator: Thank you. Our next question comes from Christina Wellman [ph] from Washington.

Christina Wellman: Hello.

Unknown Male Speaker: Hello.

Unknown Female Speaker: Hi.

Christina Wellman: My question—I actually have two questions for you, but I'll just do them one at a time.

Ruby Qazilbash: Christina, can you tell us what tribe you're representing?

Christina Wellman: Yes. Squaxin Island Tribe.

Ruby Qazilbash: Okay. Thanks. Go ahead.

Christina Wellman: My first question is about the "Goals and Objectives" section of the application. It looks like we need a goal and then performance objectives and outcome objectives. Is there anything else that's supposed to be in that section, because it looked like there were different things in it that I would normally put in a logic model and I was kind of getting confused, especially if we're going for the planning year designation, exactly what sorts of information you guys want.

Ruby Qazilbash: Well, just to walk through the meat of the solicitation that deals with what you're talking about is really pages 8 through 13 of the solicitation. Number one, it talks about the statement of the problem, so you're really explaining and identifying the needs within the community and why it's necessary or making the case for receiving a Tribal Youth Program grant. Number two, which is worth 20 points, and again that's on page 8—you're right. You're going to delineate your goals and objectives for the

program. You're going to talk about what you want to achieve and the steps that you need to take in order to achieve that. Then at three—

Christina Wellman: Excuse me—

Ruby Qazilbash: Which is I think the part that you're actually talking about, is the project design. And the first part of that up until halfway through page 10 really talks about making the decision whether or not to include that first year as a planning year. And the bullets on pages 9 and 10 are going to ask you some questions that you can go through ahead of time to figure out whether you're in good enough shape and you have a plan and perhaps a logic model and know exactly what you want to do, where you want to go and how you can get there. If you don't, then that planning year might be a good option for you, and you'll nail all of those bullet points or the things that are talked about there during that planning year, and we'll provide technical assistance to help try to get to that point. Then halfway down page 10 it gets into the heart of the project design, which is really the timeline and the evaluation plan and the specific steps to reach those goals and objectives.

Unknown Male Speaker: Who, what, where.

Ruby Qazilbash: The whole "who, what, where, when". So tell me if that answers your question.

Christina Wellman: It was an outline of my question. How about if I ask my question in a little bit better manner?

Ruby Qazilbash: Okay.

Christina Wellman: For number two, under "Goals and Objectives," is it sufficient to provide a goal and then a list of our performance and outcome objectives, or are you also expecting a narrative explanation of, for instance, why those performance and outcome objectives were chosen?

Ruby Qazilbash: I think the extent that you can link back those goals and objectives to the statement of the problem would help.

Christina Wellman: Okay.

Ruby Qazilbash: Because you need to draw that line back to—so the extent that you can demonstrate that what you're proposing is going to fill the need that you've identified, that completes the pictures.

Patrick Dunckhorst: If you're talking format, you know, some folks will put their goal and then their objectives and then their performance measures and then discuss the potential outcomes. Literally put headings in that way. Others can draw with a timeline and a logic model, so, I mean—I wouldn't want to be too prescriptive any more than we have. The main thing is that you have this information in your project design. That's the key thing. You need to have all of that in there somehow.

Christina Wellman: Okay. Okay. Thank you. That is a good answer. And it kind of leads into my next question which was about the four-year strategic plan that identifies key strengths, threats and opportunities. I would like a little bit of information about what you guys are expecting, simply because since we are planning on using that first year as a planning year, some of our potential impact, etcetera, we're not really positive.

Patrick Dunckhorst: Let me try to address that. The strategic piece of that is—and it's probably—maybe we could have done a better job in wording that. I'm not sure. But as you look down the road, if you're looking at a planning year there's probably some things that you

know you want to accomplish, just as we were talking about goals and objectives. So strategically we would want you to at least be identifying some of these key elements, whether they were looking at risk and protective factors, looking at evaluation plans and evaluation process—keeping those in mind as part of your plan and your process so that you can at least have a general outline of what your strategic plan would look like. If you're foregoing a planning year—and you probably have already assessed with your—made an assessment of your community, you may be already prepared to develop that strategic plan with much more comprehensive information that would include something like an evaluation plan, that would include a logic model and the like. Does that kind of cover your question?

Christina Wellman: I think so. Let me see if I can word it back to you. When you guys ask for a strategic plan, we're kind of supposed to say, "This is our best guess, our best educated guess, on what some of the problems this plan could face, some of the benefits of this plan, and this is how we expect to evaluate it." So it's—

Ruby Qazilbash: Exactly.

Patrick Dunckhorst: Precisely, because the strategic plan is just that: it's a plan. So as you get deeper into it, maybe after the year of planning you realize, "Wow, there are some things we're going to have to adjust here based on what we now know."

Christina Wellman: Okay. So it doesn't have to be like some kind of glossy insert or anything like that.

Patrick Dunckhorst: No, no. No.

Christina Wellman: Okay. All right. Okay. Thank you.

Patrick Dunckhorst: Good question. Thank you.

Christina Wellman: I think you've answered my question.

[indiscernible]

Operator: Thank you. Again, ladies and gentlemen, if you have a question at this time please press the "1" key. Our next question comes from Kerry Bischoff from Arkansas.

Patrick Dunckhorst: He's not in Arkansas. He's in Alaska.

Kerry Bischoff: Hello. This is Kerry Bischoff from the Aleut Community of St. Paul Island, Alaska.

Patrick Dunckhorst: Hi, Kerry.

Kerry Bischoff: Hey, Patrick. Good to speak with you.

Patrick Dunckhorst: Hey, I owe you a phone call but I didn't have 30 minutes to talk to you.

Kerry Bischoff: Yeah, yeah, I understand and I'm glad I remembered this. And I will say thank you for putting transcripts of the previous meetings online. I had a brief moment to review those, and they'll be helpful, and they took a couple questions off, so I think putting the transcripts on is a good idea. Thank you for all that work.

Ruby Qazilbash: Thanks.

Kerry Bischoff: I have a number of questions. I guess one is regarding the goals, objectives and outcomes. Do you have a preferred number of those? Some I can group together, or do you—how much—?

Ruby Qazilbash: No, the only thing that we've put a limit on is the number of program categories that you can address with this funding. So of the five program categories that we have there, we ask because it is not a great amount of funding that you choose to tackle only one or two program categories, but there is no prescription for the number of goals and objectives. Just what you think it takes or what your community thinks it will take in order to achieve or to address those two program categories.

Kerry Bischoff: Right. I guess I was just looking at—you can take some outcomes and break them down. In an outcome you can address two or three in a narrative, or you can break them down into smaller pieces. And I guess I was just looking for in general if you had a number at all that you like.

Patrick Dunckhorst: No. I think it's important that it's designed for what the needs of your tribe are so that we can take a look at that and have an appreciation for the challenges and the roads you're taking. So we set a page number, I believe, but we don't set a number of outcomes because again—

Ruby Qazilbash: There is no magic number.

Patrick Dunckhorst: We want them to be achievable and we want them to be suited to the needs of the tribe.

Kerry Bischoff: Okay. I believe I read in a previous transcript that there's no cap on indirect. And the reason that I'm asking that is St. Paul Island is very remote. We're out here in the Bering Sea, and our costs recently have just gone through the roof, particularly with fuel. Everything that we get from water to everything is trucked in—I mean, flown in, rather, since we can't truck it. And so our fuel has gone up quite substantially, and we're also having infrastructure problems. We're an older village. Most of our infrastructure is from the 1920s, and our overhead has just kind of gone crazy. And our population is declining. We're down to about 500 people that have chosen to stay on the island. I guess I was looking for some guidance on with such a remote village, can you give some guidance on what you would see as a reasonable indirect—

Ruby Qazilbash: It's whatever—for tribes the cognizant agency for indirect approved cost rates is Bureau of Indian Assistance—is BIA—so whatever that approved rate that's been negotiated with that agency and approved by them is what we go with. We honor that.

Patrick Dunckhorst: How old is your most current IDC, Kerry?

Kerry Bischoff: I'm sorry. I don't know.

Ruby Qazilbash: You mean—oh, okay. So that's a question for your business office or finance office. They should have a copy of—

Kerry Bischoff: Can you repeat that question?

Patrick Dunckhorst: I'm trying to get a feel for how old the current IDC you have, because sometimes—

Ruby Qazilbash: Which is indirect—

Patrick Dunckhorst: Indirect cost rate letter that you might have on file in your business office. Maybe there's one that needs to be more current. Maybe the one from last year is already outdated because as you indicated costs of fuel and the like have gone up. So that might be something to check with your business office to see if they have one that's more current.

Ruby Qazilbash: Right. And we'll take the most recent one, but it's got to include this fiscal year. So if you don't have one for this year now, we'll take the oldest one but as soon as the new one is negotiated, then we take that into account in the budget shifts. Right?

Unknown Female Speaker: Yeah.

Kerry Bischoff: Okay. Great. I'll check into that. When we have community members involved in the program—I notice that there was a comment in a recent transcript about gifts. And I had phrasing in there about honorarium for people that are our instructors for Regalia [ph] and the like. Do you have language that you prefer on that, and is that okay?

Patrick Dunckhorst: The current OJP financial management guidelines is really where I would have to defer to for gifts of that nature. I don't think we—

Ruby Qazilbash: It's not in the solicitation, and we'd have to look at things on a case-by-case basis. But what we can do is just, as Patrick said, refer you to the Office of Justice Program's financial guide. If you put that into a web browser—or we can actually include the link to it on the transcript of this call—that gives specific information about what's allowable as far as honorariums, food and beverage policy and other things like that.

Kerry Bischoff: That would be helpful. The situation is that through this grant, it's been very difficult to have people to have any interest in a long-term employment, and so we don't want to actually have to hire people on, but we do want to compensate them for their skill and time.

Ruby Qazilbash: Okay. So it sounds like it might budgeting-wise fall into a contract category, sort of procuring services if someone's going to be provided that as part of your grant.

Patrick Dunckhorst: Under your consultant contract cost category of your budget detail worksheet.

Kerry Bischoff: Okay. All right. I'm new to the grant process, so—

Ruby Qazilbash: Okay. On page 5 of the solicitation it goes over the budget, and there's a budget detail worksheet and a narrative. So basically you're going to go along with the Office of Justice Program's cost categories, and there's a sample worksheet that you can use, and that's listed on page 6 of the solicitation. I don't know if you have that in front of you, but it's www.ojp.usdoj.gov/forms.htm. So that can help you piece together your budget. And you'll notice that the budget categories are things that you'll have seen before: personnel, fringe, equipment, supplies, consultants and contracts, and then an "other" category for things that don't fall under one of those. So what the—again, I'm not sure because I don't know the specifics of what you're proposing, but it sounds like consultants or contracts might be a good place for that because you're procuring services.

Kerry Bischoff: Yes. That sounds great. Okay. One of the other pieces then is whether you have advice on travel. In order to leave St. Paul just to get to Anchorage is right around \$1,000 right now. So any time for any training or anything the costs get up there pretty quick. I was wondering if you had any advice along those lines.

Ruby Qazilbash: It's going to be your best guess at this point. Put together as realistic a budget as you possibly can. There are mandatory trainings that are a part of this grant so you're just going to have to write in the costs that it's going to take to get you here to D.C. So we just tell folks to look at regular Web sites where they can cost out flights and figure out what an average cost is to get from there to D.C. and include that as part of your travel costs.

Patrick Dunckhorst: I would also take a look at the GSA Web site for per diem rates. I think that gives you at least a general idea. Use it as a standard. I think it's one way you can justify your cost.

Ruby Qazilbash: Do you know what that is?

Kerry Bischoff: Yes.

Ruby Qazilbash: Okay. Yeah. So they have per diem rates for hotel costs in every area of the country and then per diem for meals and incidentals. So that's another good tool to build your budget around travel.

Patrick Dunckhorst: And in your circumstances, Kerry, it's fair to project a higher cost.

Ruby Qazilbash: Right.

Patrick Dunckhorst: That just makes sense.

Ruby Qazilbash: Right.

Kerry Bischoff: Okay.

Ruby Qazilbash: Yeah, because—

Kerry Bischoff: And I was actually going for a real long shot of, "Well, geez, Kerry, with your indirect and fuel and so remote, we'll just give you another \$50,000 or something." That wasn't a joke. Yeah, a little bit. Okay.

Patrick Dunckhorst: You know [indiscernible]—

Kerry Bischoff: Okay. Thank you very much. That's the end of my questions.

Ruby Qazilbash: Okay.

Patrick Dunckhorst: Thank you, Kerry.

Ruby Qazilbash: Thank you. Just for everybody else listening, GSA is General Services Administration, and they for the federal government and grantees put that per diem information out, so that's another thing that you can find online. You want to find the gsa.gov—www.gsa.gov, and you're going to want to look for the 2006 per diem rate.

Patrick Dunckhorst: Next question?

Operator: Our next question comes from Aaron Boucher from Nebraska.

Aaron Boucher: Yes, hello. Can you hear me?

Ruby Qazilbash: Yes. Hi.

Aaron Boucher: Okay. Hello. I'm with the Ponca tribe of Nebraska.

Ruby Qazilbash: Hi.

Aaron Boucher: And my question is—I guess I have two questions. First of all, with the planning year that will involve training and technical assistance if we opt for that, is that something that we need to budget for?

Ruby Qazilbash: No, it's not.

Aaron Boucher: It's not.

Preeti Menon: We have a training and technical assistance provider that you will be able to receive assistance from.

Aaron Boucher: Okay. But my other question is evaluation, and we are required to budget something for our evaluation process, and that I think is up to 10%—

Preeti Menon: Yes.

Aaron Boucher: Each year. Is that for, and I'm—

Preeti Menon: Up to 10%.

Aaron Boucher: Yeah. Up to 10%. Can you tell me a little bit more about that? I'm kind of new to the evaluation process, and I—is this like an outside individual coming in and looking at your program, or exactly how does the evaluation process work? I wasn't quite sure how to budget for something like this.

Preeti Menon: Well, basically we have performance measures that we requires you to fulfill, and based on which category you use. If you look at Appendix B on page 20, that will kind of help you determine the extent of data collection that you would be required on your own. You don't—we don't require you to hire an outside evaluator. If you have a university, you would like to use a grad student or if you have someone in-staff that can help you collect data, that's perfectly fine. So basically overall if—you'll be required to report on those performance measures, and as long as you can get that done, that's what we're anticipating that you would need the evaluator for. In addition to that, you'll also need to report back to us once we have national evaluation going on. We'll have the national evaluators contact you, and they will request some form of data. We honestly have no idea how that's going to work. So that would be one of the requirements that you would be asked to fulfill.

Patrick Dunckhorst: Also, one of the key elements in this package as well is looking at sustainability, and one way to work towards this sustainability is have an evaluator help you with an evaluation plan so that you're looking down the road and not waiting til the last three months of the grant to consider, "Geez, what am I going to do now that the federal funding is gone?"

Preeti Menon: Right. It's also something, though, that you should look at every year just to see if you need to change any directions. If something's not working you do have the flexibility with this grant to come back to your program manager and discuss your goals and objectives and tell him, "Look, this is what we've found in our ongoing evaluation. We'd like to use some of our resources towards another goal," which is perfectly normal. Does that help?

Aaron Boucher: Definitely. Yeah. Thank you.

Patrick Dunckhorst: Thank you.

Ruby Qazilbash: Did you have another question?

Aaron Boucher: No. That's it for me.

Ruby Qazilbash: Okay. I just wanted to address one thing. This is another question that came up. Someone had asked—it was actually Lisa Wexler from Maniilaq Association—had asked if there is a local evaluator already on staff, what to do in that kind of circumstance. This is someone on staff already paid for within the tribe that could take on the responsibilities of evaluation for this grant. I don't know how many tribes find themselves with that kind of resource already on board, but that is an option to include that. You would include that as an in-kind part of the budget. So it would be included as a project cost, and it would be subject to audit, but that is an option for folks that we need to let you know about.

Operator: Our next question comes from Susan Jenkins [ph] from Virginia.

Ruby Qazilbash: Hi, Susan.

Susan Jenkins: Hi. I just wanted to let you all know that CSR was on the line, so if there were questions about the indicators or anything, we are here.

Ruby Qazilbash: Oh, great. Thank you.

Susan Jenkins: I didn't really have a question.

Ruby Qazilbash: Okay. And if something comes up we'll just have them open up your line to help answer a question.

Patrick Dunckhorst: Are you still here in the building with us?

Susan Jenkins: No, no. I'm actually back at CSR.

Ruby Qazilbash: Okay. Thanks.

Patrick Dunckhorst: Thank you.

Susan Jenkins: You're welcome.

Operator: I'm not showing any further questions at this time, Ma'am.

Ruby Qazilbash: Okay. How many folks are still on the line?

Operator: We currently have 17.

Ruby Qazilbash: Seventeen? Wow. Okay. Can you just repeat again how to ask a question?

Operator: Again, ladies and gentlemen, if you have a question at this time please press the "1" key. Our next question comes from Bob Tenequer from B.C.

Bob Tenequer: Yes, I would like to get your contact information of the people that are currently on this conference call.

Ruby Qazilbash: As in emails and phone numbers?

Bob Tenequer: Maybe just phone numbers and then I'll get your email after.

Patrick Dunckhorst: What tribe are you with, Sir?

Bob Tenequer: I'm with Laguna Pueblo.

Ruby Qazilbash: Oh, hi.

Preeti Menon: Our information's on [indiscernible]

Ruby Qazilbash: Yeah, actually all of our contact information is online if you go to the Office of Juvenile Justice and Delinquency Prevention.

Bob Tenequer: Okay.

Ruby Qazilbash: You can find—it's Patrick Dunckhorst, Ruby Qazilbash and Preeti Menon, and all of our contact information is available on that Web site.

Bob Tenequer: Okay, what about the transcripts that were online that the gentleman mentioned?

Ruby Qazilbash: Yes. They are also on that same Web site.

Bob Tenequer: Okay. And what was the Web site again, the address?

Ruby Qazilbash: Bear with me; it's long. It is <http://ojjdp.ncjrs.gov/typ>, and I can repeat that if you'd like.

Bob Tenequer: If you could, please.

Ruby Qazilbash: Yep. <http://ojjdp.ncjrs.gov/typ>.

Bob Tenequer: Okay. Great.

Ruby Qazilbash: And that's where the transcripts are, and you can also navigate your way through that site for the contacts or the program managers.

Bob Tenequer: Great. Thank you.

Ruby Qazilbash: You're welcome.

Operator: We have a follow-up question from Christina Wellman from Washington.

Ruby Qazilbash: Hi, Christina.

Christina Wellman: Hello. I was listening to what you guys were saying about the evaluation piece, and—let's see. We are planning on applying under Category 1, and when I look at the information necessary to collect, for instance the performance measures that we need to show that we met and the data that we will provide, there does—I just need some clarification on this because there does seem to be a disparity from looking at the performance measures and the data that we will provide. It all seems fairly basic, that it would not necessarily need an outside evaluator or even someone who was trained in evaluation but rather it could be simply a staff member or someone from another part of the tribe.

And yet when I look at the two- to five-page evaluation plan, it talks about—oh gosh, let's see. Describe the nature of any planned MIS including staffing, hardware, software, standardized data collection forms, routine reports and statistical analysis capabilities. That's like No. 5 under the evaluation plan on page 11. There seems to be kind of a disparity because earlier it sounded like you guys were saying, "As long as you can show that you can meet these performance measures and collect this data, then you don't need to worry too much about having, for instance, a trained—a person who's specialty is evaluation."

Ruby Qazilbash: Okay. Let me take a stab at answering this—

Christina Wellman: So I just need some clarification.

Ruby Qazilbash: And we need to back up and talk about that there are two different things going on. The first one that we were referring to earlier, which is Appendix B on page 20 of the solicitation, those are the performance measures that we're required by law under the Government Performance and Results Act to report back to Congress to prove the effectiveness of this program. The evaluation plan that we talk about on pages 11 and 12 are meant to be a local evaluation that gives you direct feedback—or whoever will be your project director—direct feedback on the success, the effectiveness of the programs that you are implementing. That helps you go back and retool and figure out if you're on the right path or, what Preeti mentioned earlier, to go to your program manager and say, "You know what? We thought this was going to solve the problem or satisfy the need, but we realize we need to retool it a little bit based on the data that we're getting back. Can we look at something else?" Or maybe you found that you've hit the nail on the head and you are making a change, you are having positive outcomes. Does that make sense?

Christina Wellman: Okay. So the purpose of the local evaluation is not actually to ensure fulfillment of the performance measures listed in Appendix B?

Ruby Qazilbash: Well, ideally—

Patrick Dunckhorst: [indiscernible] lend themselves to that.

Ruby Qazilbash: Yeah.

Christina Wellman: Right. What was that?

Patrick Dunckhorst: They could lend themselves towards that end, but again when we talk local evaluation we're talking about right there on the ground in your community where you have made an assessment of the issues and problems in your community, and how you're going to prioritize your efforts to mobilize your community and leverage resources across the multiple sectors of your tribe. So that local evaluator is going to be a key person who will help you develop that evaluation plan so that your project director and ultimately your tribal council is getting the kind of information they need about your program.

Ruby Qazilbash: And part of that evaluation plan are those Government Performance and Results Act performance indicators. That's a small part of it, but it's a very necessary part so that we can show Congress what this program is achieving out in the field.

Christina Wellman: Oh, okay.

Preeti Menon: It would just be one of the tasks that the evaluator would have.

Ruby Qazilbash: Right. If you notice, that's just No. 8—it's just one of the eight parts of that evaluation plan. It's No. 8 on page 12.

Christina Wellman: Okay. Well, thank you for that clarification.

Ruby Qazilbash: Sure.

Patrick Dunckhorst: Thank you.

Ruby Qazilbash: And you may have a staff person on board already who has the capabilities of doing this, but—so you don't have to go out and hire an additional person.

Operator: Our next question comes from Teri Williams [ph] from Arizona.

Teri Williams: Hi. This is Teri Williams. I'm with the Walapai Tribe in northwestern Arizona, and my question is, the project that we're looking at implementing is going to require leveraging several grants. And I notice that there's another Tribal Juvenile Accountability Discretionary Grant Program that you guys are also offering, and I'm wondering if they can both be used towards the same project or would one preclude another?

Laura Ansera: Hi, this is Laura Ansera. [indiscernible]

Teri Williams: Pardon?

Laura Ansera: QIP and JADG are separate funding sources and as much as we'd like to have one supplement the other, we would have to look at this in terms of funding activities that may be within the tribal responsibility but activities that are different. In other words, you might look at this as being looking at developing a justice program, juvenile codes, and then under JADG you'd be looking at implementing that in terms of hiring actual court personnel. So that's the kind of thing we want to see is that we don't want it all to be focused on the same activity, the same goals and objectives. We certainly want to look at separate and distinct programs.

Teri Williams: Okay.

Ruby Qazilbash: [indiscernible] put together the same program and apply for—

Laura Ansera: Two different [indiscernible]

Ruby Qazilbash: Yeah. Right. Because if it were—

Teri Williams: Well, if there's different aspects of the program that—like you say, one would cover one aspect of the project and another, another aspect of the project where the two kind of meld into one overall project, then that way it can work.

Ruby Qazilbash: But if you based one project contingent upon the other, you may not receive since this is competitive process—

Teri Williams: Okay. Okay. That's what I needed.

Ruby Qazilbash: [indiscernible] guarantee that if you get one you'll get the other one.

Teri Williams: Okay. And then also when I am looking at leveraging other grants also that I don't know I have, how do I work that into my narrative and describe that in my budgeting?

Preeti Menon: I don't think—this is Preeti Menon. You don't really have to describe it in your budget at all. I'm not sure about the narrative.

Ruby Qazilbash: If you're saying that you're proposing a comprehensive plan that has different components to it, and that the part that you're asking for TYP funding for is just one part of that, but in order to complete this project there's more money that's needed?

Teri Williams: Yes.

Ruby Qazilbash: You would—and again, this is going to be different on a case-by-case basis—but if you need other funding to complete the project that you're proposing with TYP, you

would need to include that as part of an in-kind budget, and that would be considered part of the whole project budget.

Teri Williams: Okay.

Ruby Qazilbash: Is that correct?

Teri Williams: Uh huh.

Ruby Qazilbash: You don't need to tie it to other sources of funding.

Teri Williams: Okay. Good.

Laura Ansera: And then we don't want to confuse you, either, because under both these programs there's a different requirement in terms of budget requirements. Under the Tribal Youth Program you're not required to have a match. Okay? But under the Tribal Juvenile Accountability Discretionary Grant Program, you are required to have a 10% match.

Ruby Qazilbash: But that can be other federal funding.

Laura Ansera: But that can be—

Teri Williams: But that can be in kind.

Laura Ansera: Be the two IP programs.

Ruby Qazilbash: Or it could be other federal funding sources.

Teri Williams: Okay.

Ruby Qazilbash: And that's probably why Laura said we didn't want to confuse you. It does get confusing.

Teri Williams: Yeah. Gosh, I had a question. When I'm doing the budget for the TYP portion, would you want to see the overall program budget also included and then see where this part fits in on the TYP budget?

Laura Ansera: Well, that would be up to you. The thing that we're always cautioned about from the office of the comptroller is that once you include any amount in the budget you submit to us, it becomes auditable.

Teri Williams: Okay.

Laura Ansera: So if you don't know you're getting \$300,000 from another program but you've included it in our budget, they will audit that and you will have to provide it as income or provide it as the—

Unknown Female Speaker Report it.

Ruby Qazilbash: Right

Laura Ansera: You know, you'll have to report it.

Teri Williams: Okay.

Ruby Qazilbash: It's definitely a business decision on the tribe's part.

- Teri Williams: Okay. Okay. And then one last question. During the planning year, if—now as part of this entire program we would be doing the entire planning under this TYP planning year for the overall program, and then the different parts of it which will involve hiring some therapists and that sort of thing would be what we would want to cover under other grants. But it's going to be determined by the planning, so how do I budget for that? Am I making sense?
- Ruby Qazilbash: Are you asking how you put a budget together knowing that you're going to be doing a lot of planning in that first year and things might change?
- Teri Williams: Yes.
- Ruby Qazilbash: I think you need to put together as much as you know. As someone mentioned earlier make the best educated guess that you can make. You need to propose at least a framework for what it is you would like to achieve within the community. Now, folks that opt for that planning year, we're going to provide technical assistance. That could very well be refined. You may fill in some gaps. But you need to put something on the table.
- Teri Williams: Okay. Okay. Thank you very much.
- Ruby Qazilbash: Sure.
- Operator: Again, ladies and gentlemen, if you have a question at this time please press the "1" key. We have a follow-up question from Kerry Bischoff from Alaska.
- Kerry Bischoff: This is Kerry, St. Paul Island, Alaska. I just had one note for the gentleman that wanted to find the transcripts. The easiest way to get there is just put the Department of Justice Tribal Youth, and when you Google that the very first click that comes up leads you right to the page. And it's a lot easier than putting all the other stuff in there. I have a couple questions that were emailed to me. On page 8, the question is, do you include lists of tasks in the narrative or just in the timeline?
- Ruby Qazilbash: What was the question?
- Kerry Bischoff: This is a question that was emailed to me, so it's not actually mine, but it says, "On page 8 do we include lists of tasks in the narrative or just in the timeline?"
- Unknown Male Speaker: Page 8?
- Laura Ansera: Well, I'm not looking at the solicitation but I would think it would be both because it would be explaining your goals and objectives and what your activities would be.
- Kerry Bischoff: Okay.
- Preeti Menon: I think in the program narrative you can include general activities that go along with each objective, but in the timeline you'll detail it and you'll mention which personnel or staff is completing those activities.
- Ruby Qazilbash: Yeah. And again, so long as this information is somewhere within your application, that's what we're going to look for.
- Preeti Menon: Right.
- Ruby Qazilbash: But the way that we've structured this is that first again it's your statement of problem, then it's your goals and objectives, then you get into the project design. And if you

look on page 10, halfway down the page it says, "This section should outline a project design that is sound and contains activities directly linked to achievement of the project's objectives. Applicants must explain the activities they are proposing in the context of juvenile delinquency prevention, intervention and/or system improvement." So the goals and objectives, you can structure it the way we have, but as long as that information is in the application it will be considered.

- Preeti Menon: Right. And just keep in mind the program narrative is supposed to be 25 pages, so you may not be able to list each task under each objective, but you will be able to do that in the timeline which is part of the other attachment section.
- Kerry Bischoff: Okay. Thank you. And I have one more question, and that is, it was noted that there are some Alaskan tribes that are not eligible for the tribal courts or law enforcement section, and it was just a question of ensuring that St. Paul Island is and why?
- Laura Ansera: Well, if you look—
- Kerry Bischoff: It's on page 3.
- Laura Ansera: Right. If you look at that declaration, that was given to us by the Senate.
- Kerry Bischoff: Okay.
- Laura Ansera: So we don't question it. We were just told to put it in, and I checked this year to see if it was still valid or to be implemented and they said, "Yes. Put it back in." So if your name appears on it, then you're not eligible. If your name doesn't appear on it, then we look forward to getting your application.
- Kerry Bischoff: Okay. Thanks. I was just confirming.
- Patrick Dunckhorst: Thanks, Kerry.
- Operator: I'm showing no further questions at this time.
- Ruby Qazilbash: Okay. Again, Jen, can you just repeat how to ask a question?
- Operator: Again, ladies and gentlemen, if you have a question at this time please press the "1" key. Our next question comes from Lyle Jojola from New Mexico.
- Laura Ansera: Sorry, Lyle. They slaughtered your name.
- Lyle Jojola: How are you doing?
- Laura Ansera: All right.
- Lyle Jojola: I'm here with Chief Judge Teller and our question basically today is, this morning we believe we registered successfully with grants.gov. Now in the event that for some reason we are not successfully registered, will that basically null and void our chances or application for the TYP grant?
- Unknown Male Speaker: Yes.
- Laura Ansera: Correct me if I'm wrong, but I don't think you'll be able to press "submit" on an application unless you have successfully registered, and you're going to want to call the customer support number for grants.gov to really make sure with them that you are in fact registered.

Judge Teller: Okay, this is Judge Teller. Hi, Laura.

Laura Ansera: Hi.

Judge Teller: I think we got a note back actually that we were successfully registered, so I think we're past that point. My question would be in reference to the folks that—because this letter has some other DOJ grants, like social services and some other programs. Would we have to have the same designated individuals for whatever—

Unknown Male Speaker: AOR—

Judge Teller: The points of contact, the AORs? Would those individuals have to be the same for this grant, or could they be different? Like, for example, the financial person and the—I guess in that the governor is really the only authorized signator for grant applications but yet he's not really going to be doing any of this stuff other than actually putting his John Henry wherever it needs to go. Do we need to designate him as the AOR, I guess. Is that the term?

Preeti Menon: In previous applications that you have submitted, it could have been—depending on the program it could've been anyone else. However, for Tribal Youth Program it's always been the chairperson, or the governor.

Judge Teller: Yeah, the governor.

Preeti Menon: Right. Now, the point of contact would be the person who's actually working on the grant. Even though the chairperson or the governor is the authorized representative to receive the funds on behalf of the tribe, the point of contact is the one that you definitely want to make sure is on there who's working on the project so that we can contact that person for any questions we have.

Judge Teller: Okay. That makes sense. Okay. Because this is the first time we're doing an online application, so we're going to struggle our way through here, but we'll get it done.

Unknown Male Speaker: Well, thank you.

Laura Ansera: Judge Teller, what I always share with folks is that if anything goes wrong with the award it's going to be the governor.

Judge Teller: Was that intended to be a joke?

Laura Ansera: No, I'm quite serious.

Judge Teller: Okay, in what way?

Laura Ansera: Well, it's the governor whose—the governor and the council—the governor represents the council. He's the only one that can commit the tribe if council has given his the authority. So the tribal resolution is what's giving you the authority because—and giving him the authority to pursue the solicitation. So based on that he's the one that signs it. Now obviously he'll be gone—he may be gone in a few years or whatever, but it would still be the governor in that authorized position.

Judge Teller: It's the office.

Laura Ansera: Right. And we can't have an individual because if we have your name, then it could become you, and I know that you've been a past governor but I don't think that you would want to be the one that we'd be coming after if something went wrong with the funds.

Judge Teller: Yeah. So do we—when we put "authorized person" do we put a name or do we just put "governor"?

Laura Ansera: You would put the governor's name.

Judge Teller: Okay. And I think we deal with this with grants historically anyway, or with any contracts, if it's not that particular governor it's whoever is in that position that is [indiscernible] responsible person.

Laura Ansera: Right. Many tribes submit letters to us just letting us know that as of election this past whatever the newly chairman or whatever is so-and-so. Hopi did that this past January. And of course we got many of the Pueblos that came in with that.

Judge Teller: Right. Okay. Well, this is election year so I think that that may or may not happen, but at least we know how to deal with it.

Laura Ansera: Okay.

Judge Teller: Okay. Sounds good. I think that's—at least for now I think we're up to that point unless Lyle has any other questions.

Laura Ansera: Great.

Judge Teller: Thanks, Laura.

Lyle Jojola: No, I believe that's it, Laura.

Laura Ansera: All right. Thanks, guys.

Lyle Jojola: Thank you.

Judge Teller: Thank you.

Ruby Qazilbash: For everybody else on the line I just wanted to repeat that grants.gov [indiscernible] one more time. It's 800-518-4726, and again that's the number you want to call if you're having any problems or questions about registering with grants.gov.

Operator: We have a follow-up question from Aaron Boucher from Nebraska.

Aaron Boucher: Yes, hello again. I was a little bit confused, I guess, on the last conversation, and I just wanted to clarify, I guess, for myself. I am the grant writer for the Ponca tribe, and I am an AOR. It's okay for me to submit this grant electronically, then?

Ruby Qazilbash: I'm sorry—when you say you're the AOR—

Laura Ansera: He's submitting for the tribe.

Aaron Boucher: I'm not the chairman or—I'm not familiar with that term, the "governor"—but we have a chairman. And the reason I'm asking is because I believe it's HUD's Indian block grant program. That AOR has to be the chairman or whoever is authorized to sign.

Preeti Menon: And for Tribal Youth Program it has to be the chairman or the governor as well.

Aaron Boucher: Okay. So how do we go about doing that, then? They have to be an AOR registered by the end of today?

John Martin: I think you can go in and change your registration, your current registration, to reflect what is appropriate for this solicitation.

Ruby Qazilbash: You can make edits to it.

Aaron Boucher: To the central contract of registration?

John Martin: That's correct.

Aaron Boucher: Okay. They have to be the point of contact, then?

Preeti Menon: No. You will be the point of contact and whoever's the chairman or the governor will be the authorized representative.

Aaron Boucher: Okay. So I would be—

John Martin: Point of contact.

Aaron Boucher: Okay. And the chair—

John Martin: Will be the authorized representative.

Aaron Boucher: AOR. And then what do I have to do? Get his password and stuff like that to—

John Martin: You'll still be able to use the same—I think—you'll still be able to use the same user ID and password, but you've got to make the changes. You'll still probably be the one doing the actual application, but it's going to be as he or she is the authorized representative it's—as they said before, that's the person we're coming after.

Patrick Dunckhorst: Well, the award documents will be prescribed to the chair on the name that you give us.

Preeti Menon: Right. Does that help? Hello?

Patrick Dunckhorst: Hello?

Unknown Female Speaker: He's gone.

Operator: Again, ladies and gentlemen, if you have a question at this time please press the "1" key.

Patrick Dunckhorst: How many do we still have on the line?

Operator: We now have 13 participants, and I'm showing no further questions on the line, Sir.

Laura Ansera: This is the last call, and of course you all know that tomorrow is the deadline for the TYP registration and upcoming—no [indiscernible]

John Martin: [indiscernible]

Patrick Dunckhorst: It is, but they can still—

Laura Ansera: Oh, okay. Well—

John Martin: [indiscernible] grants.gov.

Laura Ansera: Just keep trying to get into grants.gov until you get a "no." I guess that's it, right? Upcoming in the—to take this into another opportunity under the funding opportunities when you go into grants.gov if you look at 1343, that is the Tribal Juvenile Accountability Discretionary Grant Program. That is another program that is available. I'd like for you to consider that. Also the deadline for registration for TJAD is March 21, and the applications due for that will be April 4. So there's considerable less money available under JDG but nonetheless we're looking at hoping to fund at least three new awards.

Ruby Qazilbash: If you have a question press "1" on your phone.

Operator: We have a follow-up question from Mr. Lyle from New Mexico.

Lyle Jojola: Yes, I just wanted to—I believe this was already mentioned at the beginning of the conference call, but just to verify that registration just means that you are in the system. Correct?

Unknown Female Speaker: Yes.

John Martin: Well, registration means you've completed all the necessary steps that grants.gov has prescribed for you. So you might want to call that number to double-check. If you haven't received a confirmation of registration, you might want to call their customer service line or their email customer service line and check and see if you are in fact registered.

Lyle Jojola: Okay. All right. Thank you.

Laura Ansera: And again, for everybody else still on the line, you register once [indiscernible] and then you can apply for any funding opportunity.

Operator: Our next question comes from Rhonda Hawk [ph] from South Dakota.

Rhonda Hawk: Hello?

Ruby Qazilbash: Hi.

John Martin: Hello.

Rhonda Hawk: I'm with the Boys and Girls Club here in Fort Thompson, South Dakota, Crow Creek Sioux tribe, and last year we applied for the TYP, and also another person or program from our tribe applied and they got it. So we are not eligible no more?

Ruby Qazilbash: The only eligible applicants for Tribal Youth Program is the federally recognized tribe itself. So—

Rhonda Hawk: Well, we got to apply last year because our tribe gave us a resolution to go ahead and apply.

Laura Ansera: They were sponsored by the tribe.

Ruby Qazilbash: Oh, okay.

Laura Ansera: But this year they already have—

Ruby Qazilbash: Okay. So if they were awarded—if the tribe was awarded a Tribal Youth Program grant last year then no, no one else on behalf of that tribe is eligible to apply until that

grant is going to be over. So if they applied and were awarded in 2005, then the next time you'd be eligible is 2008 because last year would be a three-year award.

Rhonda Hawk: Okay. That was my question.

Ruby Qazilbash: Okay. Thanks.

Rhonda Hawk: Thank you.

Operator: Again, ladies and gentlemen, if you have a question at this time please press the "1" key. Our next question comes from Gail Tarbell [ph] from California.

Gail Tarbell: Hi. I notice on the—I was going through the forms that are required for this electronic submission. I notice on the release of lobbying activities that there are some required fields that are absolutely required to be filled in that if you have nothing to put in those areas, how would you submit your application? Would it come out as an error for incomplete?

Unknown Female Speaker: N/A.

John Martin: Put "n/a" in for something that [indiscernible]—

Gail Tarbell: Oh, okay.

John Martin: Nothing to fill in.

Ruby Qazilbash: What tribe are you representing?

Gail Tarbell: Yurok tribe.

Ruby Qazilbash: Did you have another question?

Gail Tarbell: Not at this time. Thank you.

Operator: I'm showing no further questions.

Laura Ansera: Well, I'm excited—this is Laura—just because over the past four weeks that we've listened to questions and had folks call in, and we're encouraged that there's some interest out there in getting this going. And I look forward to seeing how many actually come through in terms of the application. Please don't be discouraged with the registration process. If you encounter problems please call those numbers. Send an email to the support at grants.gov. Let it be known what your questions or concerns might be so that we may better address improving the system. And I look forward to seeing your application come March 15.

Patrick Dunckhorst: Any other questions?

Operator: I'm showing no further questions at this time, Sir.

Ruby Qazilbash: Are there still people on the line?

Operator: Yes. We currently have 12. Again, ladies and gentlemen, if you have a question please press the "1" key.

Laura Ansera: We're ready to wrap if there are no more questions?

Operator: We have one more question from Yadao Inong from California.

Ruby Qazilbash: Hello?

Yadao Inong: Hello.

John Martin: Hello.

Yadao Inong: I was wondering if this grant is on President Bush's list for the programs to be eliminated for the next fiscal year?

Laura Ansera: The Tribal Youth Program is not on the President's recommendations.

Patrick Dunckhorst: What tribe are you with, Sir?

Yadao Inong: I'm with the Yurok tribe as well, from California.

Laura Ansera: What happened last year, if I may give you a little bit of history, the Tribal Youth Program was not included in the President's budget last year, either. It was reinserted at different steps along the process by either senators or congressmen, so we're hoping and keeping our fingers crossed that that will happen again.

Yadao Inong: All right.

Laura Ansera: [indiscernible] the ones that have the opportunity to make that happen.

Yadao Inong: Yeah. Okay. That's what I wanted to know.

Ruby Qazilbash: Okay. Thanks.

Yadao Inong: Thank you very much.

Ruby Qazilbash: Sure.

Laura Ansera: And thank you for asking.

Yadao Inong: Yeah.

Operator: I'm showing no further questions.

Laura Ansera: Okay. At the count of three we'll sign off. It's been a pleasure listening to you and talking to you.

Operator: Ladies and gentlemen, thank you for participating in today's conference. This concludes the program, and you may all disconnect. Thank you and have a good afternoon.